DOCUMENT RESUME

ED 188 380 EC 124 249

AUTHOR Miller, Patricia S.
TITLE Competency Development Scale for Teachers of Exceptional Children.
INSTITUTION ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va. Council for Exceptional Children.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE 80
CONTRACT 400-76-0119
NOTE 45p.: ERIC Exceptional Child Education Report Series, IAP No. 79-1.
AVAILABLE FROM The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 (Free while supply lasts)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Disabilities; *Evaluation Methods; *Teacher Evaluation; *Teaching Skills

ABSTRACT

The Competency Development Scales (CDS) for teachers of exceptional children is described as an instrument to evaluate teacher skills and aid in subsequent planning of appropriate inservice training. The CDS consists of five major skill areas: general competence (such interpersonal skills as enthusiasm, responsibility, patience, and communication); assessment, objectives, and curriculum planning; teaching/learning situation (direct teaching and behavior management); evaluation and records; and parent involvement. Competencies are rated on a 5 point scale. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED188380

EC 124249

COMPETENCY DEVELOPMENT SCALE FOR TEACHERS OF EXCEPTIONAL CHILDREN

Patricia S. Miller
Department of Special Education
Appalachian State University
Boone, North Carolina

A publication of the ERIC Clearinghouse on Handicapped and Gifted Children. Publication Date, 1980.

The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

This publication was prepared with funding from the National Institute of Education, US Department of Education under contract no. 400-76-0119. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication the manuscript was submitted to The Council for Exceptional Children for critical review and determination of professional competence. This publication has met such standards. Points of view, however, do not necessarily represent the official view or opinions of either The Council for Exceptional Children, the National Institute of Education, or the Department of Education.

INTRODUCTION

With the increasing demand for teacher accountability in the education of exceptional children comes the need for evaluating teacher competencies and providing appropriate inservice training. Determining essential competencies and assessing training needs are crucial factors in the accountability issue. Often the methods and criteria for compentency evaluation used in university teacher training programs are not transferable to the classroom situation. There is a need to define essential teacher competencies using behavioral performance criteria that can be readily observed and measured in the classroom. This competency assessment should provide information upon which appropriate individualized staff training can be based. It should also provide a means for measuring growth in competence over time. A weakness found in many teacher evaluation instruments is the lack of specificity in defining the criteria on which the evaluation is to be made. Consequently, results of such evaluations rarely yield sufficient information for the planning of teacher training activities. The Competency Development Scales for Teachers of Exceptional Children (CDS) was designed to facilitate the evaluation of teacher competencies and the subsequent planning of appropriate inservice training.

Teacher evaluation is an area of great interest and concern to most educators. Teachers of both handicapped and nonhandicapped children often view evaluation as a threat to personal and professional security. Despite good intentions, supervisors rarely gain the kind of information that leads to the planning of appropriate training activities. The goal for any evaluation should be to provide meaningful information to both teacher and evaluator.

Evaluation is based on the premise that there are certain essential competencies that teachers should have to do a good job in educating children. But competencies must be characterized by observable behaviors if they are to be evaluated. The purpose of the CDS is to provide behaviorally defined performance criteria for measuring competencies of teachers who work with young handicapped children.

While content knowledge and theory play a major role in university training, mastery in academic areas does not insure excellence in teaching. This instrument focuses on performance skills necessary for a person to become a master teacher. Knowledge gained in teaching children, in field based teacher training, and in training at the university level contributed to the core of essential skills or competencies included in this scale.

The CDS consists of five major skill areas. General Competence describes behaviors significant in measuring such interpersonal skills as enthusiasm, responsibility, patience, and communication. Assessment, Objectives, and Curriculum Planning include competencies related to assessment, use of task analysis, and resourcefulness in planning a curriculum. Teaching/Learning Situation involves those competencies specific to

direct teaching and behavior management, such as teaching and maintaining of attention, lesson execution, use of reinforcement, and developing new behaviors. Competencies in the areas of parent involvement, use and production of media and materials, and process and product evaluation are also analyzed.

A 5 point scale format was chosen because it provides a clear means for separating criteria into levels or stages of performance. The item analysis section offers three levels of criteria, which represent milestones along a competency continuum. On the lowest end of the continuum (1 on the 5 point scale) are those behaviors seen as undesirable or inappropriate. The middle level behaviors (3 on the 5 point scale) describe a teacher who is functioning effectively in the classroom. The highest level criteria (5 on the scale) describe the teacher who is implementing a task analytic approach in individualizing the education of young children, who is strong in skills of assessment and consistent in the use of systematic record keeping. While it is unlikely that a teacher will demonstrate all level five behaviors at all times on every day, these behaviors offer goals for self improvement that are objective, clearly stated, and measurable. As the teacher moves through the stages of development, a rating of 2 or 4 would indicate performance between two levels of criteria. Thus, a rating of 4 would indicate that the teacher was moving from the level 3 stage into the level 5 stage of performance criteria. These sets of specific behavioral criteria enable both supervisor and trainee to pinpoint areas of strength and weakness and to formulate plans for individualized training or concentration.

The CDS Rating Form provides a format for recording teacher's competency levels at four different evaluation periods. At the time of the four evaluation sessions the ratings may be transferred to the Developmental Profile Graphs, which provide, at a glance, an analysis of competency development. (See Figure 1.)

The Competency Development Scales for Teachers of Exceptional Children is a practical, useful, and adaptable tool for community based and public school programs as well as for university based teacher training. It is now being used in community based programs to pinpoint needed staff development activities and to evaluate change following training. It has been adapted to serve as a guide and evaluation instrument for aides and foster grandparents in classrooms for young handicapped children. One program is using the CDS with teachers in home based settings. Most recently, the University of North Carolina at Chapel Hill, has used the CDS in its Mainstreaming Teacher Education Program. Feedback from teacher trainees and from teachers in the field suggests that one of the greatest strengths of the CDS is that it reflects behaviorally "what you are doing now and what you need to do to improve." Use of this kind of evaluation and profile of development represents a marked departure from measures used in the past. As competency based training and evaluation become more widely used the approach to both inservice and preservice training can become more individualized for the trainees.

USES

This instrument, first used in the early childhood special education master's program at the University of North Carolina in 1974, provides a means of evaluating student trainees in practicum placements. It is a practical and objective tool viewed by trainees as a helpful guide for self improvement and development.

The instrument was designed as one that can be used effectively to assess staff needs and to subsequently plan and evaluate individualized inservice training. The items represent a core set of skills believed necessary for teaching the young handicapped child and measurable in both preservice and inservice training efforts.

DIRECTIONS

1. Be familiar with the Item Analysis section before rating teacher or trainee.

2. Using the item analysis for behavioral criteria, indicate on the CDS Rating Form the teacher's current level of performance.

3. Following the evaluation, ratings may be transferred to the Developmental Profile Graphs, thereby providing a graphic representation of competency development throughout the year. (See Figure 1.)

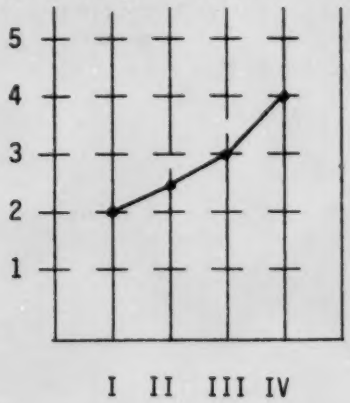
FIGURE 1

Sample CDS Rating Form and Developmental Profile Graph

Example:

	Evaluation Period 1 Date 9/30	Evaluation Period 2 Date 12/15	Evaluation Period 3 Date 3/5	Evaluation Period 4 Date 6/15
Communicates effectively	1 2✓ 3 4 5	1 2 3✓ 4 5	1 2 3✓ 4 5	1 2 3 4✓ 5

6. Communicates effectively



COMPETENCY DEVELOPMENT SCALE
RATING FORM
See Item Analysis for Behavioral Criteria

NAME: _____ (Teacher or Intern)
EVALUATOR: _____

		Evaluation Period I Date: _____					Evaluation Period II Date: _____					Evaluation Period III Date: _____					Evaluation Period IV Date: _____				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
General Competencies	1. Shows enthusiasm when working with children.																				
	2. Shows confidence and poise in maintaining the learning environment.																				
	3. Shows patience and understanding toward children.																				
	4. Shows patience and understanding toward co-workers.																				
	5. Shows responsibility in general classroom operations.																				
	6. Communicates effectively.																				
	7. Shows sensitivity to the effects of physical conditions of the classroom on learning.																				
Assessment, Objectives, and Curriculum Planning	8. Records and interprets teacher/child interactions.																				
	9. Assesses a child's strengths and weaknesses in at least five areas of development.																				
	10. Uses an assessment data profile in setting up individual prescriptive educational programs.																				
	11. Uses the task analysis process.																				
	12. Writes instructional objectives.																				
	13. Takes initiative and displays resourcefulness in curriculum planning.																				
	14. Uses information from standardized measurement tools.																				

		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Teaching/Learning Situation	15. Can teach attending behavior with one child.																				
	16. Can teach attending behavior with a group.																				
	17. Can teach a lesson.																				
	18. Uses appropriate positive reinforcement.																				
	19. Uses strategies of modeling and cueing.																				
	20. Can shape new behaviors.																				
	21. Uses punishment and extinction procedures for decreasing behavior.																				
	22. Teaches generalization.																				
	23. Individualizes instruction within a group structure.																				
	24. Can select and use teaching materials.																				
	25. Can use instructional media (audiovisual, projected, and printed).																				
Evaluation and Records	26. Shows interest in improving teaching skills.																				
	27. Evaluates daily lessons and activities.																				
	28. Evaluates program effectiveness.																				
	29. Keeps records.																				
Parent Involvement	30. Can implement a program for parents.																				

ITEM ANALYSIS FOR BEHAVIORAL CRITERIA

GENERAL AREAS OF COMPETENCE

1. Shows enthusiasm when working with children.

(1)	(3)	(5)
Lacks interest in activities and children.	Is organized and efficient; sometimes plans high interest activities.	Exhibits an established rapport; keeps communication open and active.
Appears bored.	Maintains a positive environment.	Effectively implements activities characteristics of good planning and organization.
Is often irritated by children.	Is as responsive to children at the end of the day as at the beginning.	Facilitates appropriate self generated behaviors in children.
		Makes teaching look like fun.

2. Shows confidence and poise in maintaining the learning environment.

(1)	(3)	(5)
Is easily frustrated.	Maintains on-task behavior.	Anticipates future situations and intercedes to either prevent inappropriate behaviors or enhance possible learning situations.
Is unsure of self in making decisions.	Makes "on the spot" decisions.	Makes decisions affecting current situations that result in smooth consequences.
Often demonstrates anger and frustration toward children.	Displays little frustration toward children.	Redirects incidental happenings toward established learning objectives.

3. Shows patience and understanding toward children.

(1)	(3)	(5)
Does not accept child behaviors.	Accepts behaviors characteristics of age group.	Uses cueing and prompting with multiple attempts for task response.
Does not listen to child.	Provides multiple opportunities for success.	Attends to individual comments and questions and responds openly, with interest and/or concern.
Becomes irritated when child fails task.	Communicates positive encouragement, not frustration or impatience.	Assists child in solving problems.
		Assesses individual social and emotional needs and responds appropriately in interactions.

4. Shows patience and understanding toward co-workers: other teachers, aides, community resource persons.

(1)	(3)	(5)
Avoids other staff members.	Accepts ideas and constructive criticism from other staff members.	Elicits ideas, questions and concerns from other staff members.
Responds defensively to new ideas.	Participates in minimal amount of decision making in a team approach.	Encourages team approach in classroom planning.
Is openly critical of other staff members.		Offers assistance and shares ideas with new staff members.
		Effectively exhibits positive interactions with co-workers.
		Supervises and effectively utilizes resource persons (aides, volunteers, community resources).

5. Shows responsibility in general classroom operations.

(1)	(3)	(5)
Often leaves children unattended.	Is punctual.	Spends classroom time in direct teaching, observations, or facilitating learning.
Takes many breaks from classroom.	Is engaged in activities with children when in classroom.	Is cognizant of most activities and interactions going on in the classroom at a given time (as evidenced in comments to children, eye contact, or through direct questioning by observer).
Uses time in classroom for personal activities, (knitting, reading, writing, filing nails).	Takes few breaks from children.	
	Follows through to completion tasks related to classroom operations.	

6. Communicates effectively.

(1)	(3)	(5)
Uses volume inappropriately.	Articulates with sufficient clarity.	Uses appropriate pitch in teaching and conversing.
Uses inappropriate pitch.	Accepts dialectic, speech, and language differences in children.	Uses volume appropriately with occasional situational changes.
Demonstrates poor articulation.	Varies gestures and facial expressions.	Assesses own language behaviors and the effects on individual children.
Responds negatively to different dialects, and language differences in children.		Responds adaptively with appropriate language for individual needs (pitch, facial expressions, gestures, volume, length of sentence, choice of words).

7. Shows sensitivity to the effects of the physical conditions of the classroom on the learning environment.

(1)	(3)	(5)
Is either too casual or too rigid in room arrangement and decoration.	Uses a child oriented arrangement of furniture and materials.	Determines physical conditions of classroom based on assessment of children's needs (social, cognitive, safety, etc.) and keeps learning environment free of distractions.
	Displays items related to current teaching topics.	Uses educationally functional displays that may also be decorative.
	Displays children's work.	Frequently changes displays of children's work with samples of work from each child displayed often.
		Arranges activity centers with the relationships in mind (quiet, noisy, use of water).

SPECIFIC AREAS OF COMPETENCE

ASSESSMENT, OBJECTIVES, AND CURRICULUM PLANNING

8. Records and interprets teacher/child interations.

(1)	(3)	(5)
Is unable to isolate components of teacher/child interaction.	Is able to record data on teacher/child interaction.	Is able to interpret interaction data and execute educational programing and/or change based on findings.
	Is able to describe interaction noting antecedent and consequential events related to specific behaviors.	

9. Assesses a childs' strengths and weaknesses in at least five areas of development.

(1)	(3)	(5)
Is unable to collect data.	Collects data and presents a minimal use of accomplishment profile.	Chooses assessment devices that offer maximum information for educational planning. Controls variables affecting accurate assessment: environment, teacher language, criterion established. Adapts assessment tasks in obtaining the most accurate assessment information. Presents a data profile with appropriate interpretations in all areas (such as gross motor, fine motor, language perception, cognition, social).

10. Uses the assessment data profile in setting up individual prescriptive educational programs.

(1)	(3)	(5)
Is unable to write specific instructional objectives from data profile.	Presents statements of general needs. Gives general recommendations for instruction.	Pinpoints specific skills to be developed in each area of development for each child. Defines long range goals as well as short term objectives using assessment data.

11. Uses the Task Analysis Process.

(1)	(3)	(5)
Does not break down long range goals or short term objectives.	Analyzes long range goals in determining short term objectives.	Develops logical instructional sequence of short term objectives. Sequences tasks, materials, and response expectations in daily lessons in terms of difficulty. Is able to write criterion referenced checklists for instructional programing based on instructional objectives.

12. Writes instructional objectives.

(1)	(3)	(5)
Does not write instructional objectives.	Selects appropriate objectives based on program goals and assessment and interests of child. Writes general goal statements for activities.	Writes instructional objectives through which evaluation of instruction is implicit (behavioral outcome, conditions, and criteria for acceptable performance).

13. Shows initiative and resourcefulness in curriculum planning.

(1)	(3)	(5)
Does not plan or spend adequate time preparing materials. Uses same materials for inordinate period of time.	In daily schedule, reflects some awareness of areas of child development. Uses variety of commercially made materials. Includes variety of activities each day oriented toward music, motor, language, social, and cognitive development.	Implements activities that motivate constructive self generated behaviors in children in each developmental area: motor, language, cognitive, self help, and social. Presents activities and materials that reflect good planning and creative thought. Arranges activities that correspond to developmental needs for quiet versus activity. Executes activity plans that directly relate to learning objectives for each child. Uses community resources in planning, i.e., consultants, instructional media centers, libraries, sources of free or inexpensive materials.

14. Uses information from standardized measurement tools, e.g., intelligence tests, screening devices, etc.

(1)	(3)	(5)
Is unable to use information from standardized tests.	Is able to define general areas of strength and weakness using standardized test results.	Is able to effectively interpret data and their implications for instructional planning.

TEACHING/LEARNING SITUATION

15. Can teach attending behavior with one child.

(1)	(3)	(5)
Is unable to define or recognize attending behavior. In unaware of effect of attention on learning.	Recognizes and strives for attending behavior. Maintains minimal attention required to complete learning tasks.	Uses process of shaping and reinforcement procedures to teach and maintain attending behavior. Establishes attending behavior before presenting materials or tasks.

16. Can teach attending behavior with a group.

(1)	(3)	(5)
Is unable to achieve attending behavior with a group.	Defines "attention signal" for the group (look, ready, look at me). Designs high interest activities.	Uses praise to shape response to attention signals. Uses techniques such as pacing of tasks and demonstration, gestures and facial expressions, language gimmicks, high interest materials, and pauses to achieve and maintain attention.

17. Can teach a lesson.

(1)	(3)	(5)
Follows no systematic procedure.	Plans objectives and organizes materials in advance. Follows systematic lesson plans including objectives, materials, and procedures.	Follows systematic procedure of presenting appropriate materials and tasks, getting desired responses, and delivering appropriate consequences (S-R-S model). Sequences tasks in a lesson from simple to more complex in a logical, smooth flowing order. Spontaneously resequences task hierarchy to meet the needs of the child. Adapts quickly to changes in the learning situation and makes necessary modifications. Demonstrates correction procedures that increase the probability of future correct responses for the child. Achieves smooth entry and closure periods.

18. Uses appropriate positive reinforcement.

(1)	(3)	(5)
Seldom reinforces appropriate behaviors in children. Applies same set of rules and principles in interactions with each child. Believes "all children this age are alike."	Maintains positive learning environment. Plans activities providing more opportunities for success than failure. Pairs all reinforcers with praise.	"Catches the child being good." Implements individualized reinforcement procedures by assessing each child in determining rewards (edible, social, token, activity). Demonstrates an arrangement of contingencies for reinforcement. Uses appropriate timing in delivery of reinforcement. Evaluates reinforcement effectiveness for each child.

19. Uses strategies of modeling and cueing.

(1)	(3)	(5)
Allows child to make many errors.	Shows child what to do when teaching a new task response.	Varies the type of demonstration and cue to meet individual response capabilities. Uses many prompts and cues to elicit the desired response (verbal, gestural, physical). Fades cues and prompts appropriately as task response is learned.

20. Can shape new behaviors

(1)	(3)	(5)
Places a ceiling on child's potential: "He just can't . . . ."	Recognizes the need for and defines the target behavior. Plans activities to teach the behavior. Establishes reinforcers for behavior.	Is able to pinpoint child's entry behavior on which to build. Systematically determines the steps prerequisite to the target behavior and the criterion for reinforcement. Implements a step by step procedure of reinforcing successive approximations to the target behavior. Informs co-workers of procedures to insure consistency of input for the child.

21. Uses punishment and extinction procedures for decreasing inappropriate behavior.

(1)	(3)	(5)
Focuses on negative behaviors. Is inconsistent with consequences for inappropriate behavior. Often uses punishing or derogatory remarks.	Uses effective punishment procedures. Expresses disapproval of inappropriate behaviors and explains contingencies for those behaviors ("rules" of the classroom). Gives sufficient warning before punishing.	Rearranges environment to prevent inappropriate behavior and enriches opportunities for appropriate behavior. Uses punishment as a planned treatment for decreasing behaviors (collecting baseline data, implementing treatment, graphing results, when needed). Shows consistency in use of procedures such as use of time out and extinction for decreasing inappropriate behavior. Uses punishment as a last resort.

22. Teaches generalization.

(1)	(3)	(5)
"Believes if he can do it once, he knows it."	Gives some opportunities to practice or perform tasks outside lesson setting.	Provides practice activities for newly acquired concept and skills through the "correlated day" approach, home programs, interest centers, structured free play,etc. Periodically re-tests for learning of a specific concept or operation. Re-teaches when necessary.

23. Individualizes instruction within a group structure.

(1)	(3)	(5)
Does not allow for individual differences in group activities.	Provides opportunities for each child to respond in a group activity. Gives each child opportunities for decision making and choice of activities.	Integrates individual learning objectives into regular daily individual, small group, and large group activities. Individualizes reinforcement procedures within a group structure. Evaluates each child's performance in group activities.

24. Can select and use teaching materials.

(1)	(3)	(5)
Uses little or no variety in instructional media.	Uses developmentally appropriate materials. Uses a variety of commercial materials to develop specific skills. Uses materials that are attractive to children.	Selects and uses commercial materials for specific instructional activities. Uses commercial materials to meet specific individual or group objectives. Makes variety of materials to facilitate meeting lesson objectives when appropriate commerical materials are not available. Uses local resources in selecting materials (library, instructional materials centers, local businesses). Adapts commercial materials to meet various developmental and instructional objectives.

25. Can use instructional media (audiovisual, projected, and printed).

(1)	(3)	(5)
Uses little or no variety in instructional media.	Is competent in operating various media equipment (movie projector, language master, overhead projector, etc.). Includes some use of multimedia approach in curriculum activities.	Plans multimedia curriculum activities. Selects media that focus on lesson objectives. Adapts media to meet the needs of children.

EVALUATION AND RECORDS

26. Shows interest in improving teaching skills.

(1)	(3)	(5)
Is unconcerned with improvement and content with the status quo.	Accepts constructive advice or direction. Recognizes own areas of strength and weakness.	Implements systematic self evaluation and improvement program (microteaching methods, a team approach with fellow workers, or other resource persons). Seeks training in areas of weakness. Assesses own behaviors in terms of child progress and determines changes accordingly. Seeks information in dealing with individual handicapping conditions (drugs, handling of physically handicapped, use of apparatus involved with a child).

27. Evaluates daily lessons and activities.

(1)	(3)	(5)
Spends little or no time in evaluation of daily activities and lessons.	Incorporates into lessons tasks that test materials and concepts presented. Specifies and uses block of time each day for evaluation.	Records continuous and systematic evaluation for each child's performance. Uses daily evaluation that results in continuing of ongoing plans or restructuring of objectives, materials, or procedures.

28. Evaluates program effectiveness.

(1)

Uses no program evaluation.

(3)

Presents global statements of progress at the completion of the program.

(5)

Presents data on existing behaviors on entry to program, intended outcomes (objectives), activities (planned or otherwise) implemented for intended outcomes, and outcomes (objectives accomplished in the program).

29. Keeps records.

(1)

Keeps no records.

(3)

Records general statements of progress for each child a few times during the year.

Keeps a file on curriculum plans.

(5)

Presents comprehensive records on each child including assessment profiles, prescriptive programs, up-to-date evaluation of progress, and other relevant information such as home programs and medical information.

Keeps files that reflect systematic and consistent recordings of curriculum plans and evaluations, and shows how the curriculum activities "fit" the learning objectives for each child.

PARENT INVOLVEMENT

30. Can implement a program for parents.

(1)

Does not want the parents involved.

Believes that parents "interfere."

(3)

Meets with parents individually or as a group to discuss progress at school and home behavior.

Suggests activities for home followup of skills developed at school.

(5)

Shares goals, rationale, and objectives of program with parents initially.

Gains information from parents on home environment, parental goals and needs.

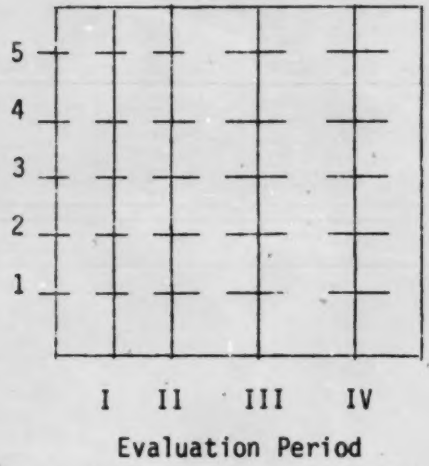
Uses parental information in educational programing for the child.

Has an ongoing program for family involvement at individual levels based on family needs.

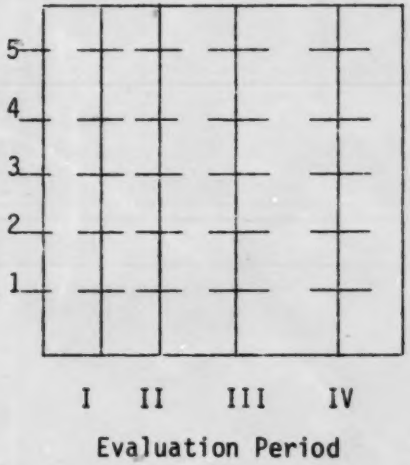
AREAS OF GENERAL COMPETENCE

DEVELOPMENTAL PROFILE

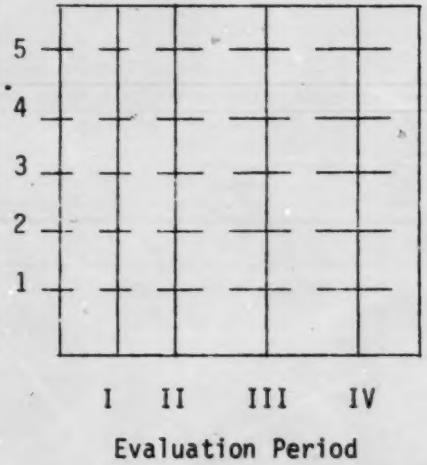
1. Enthusiasm



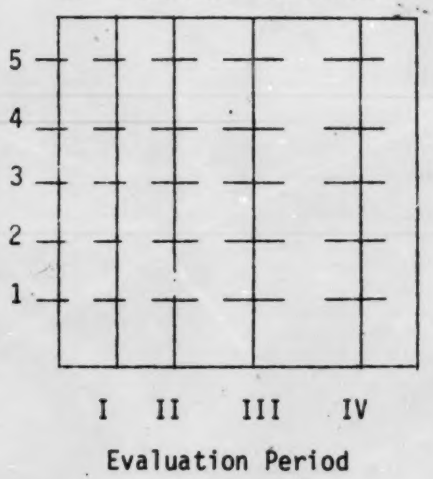
2. Confidence/Poise



3. Patience--Children

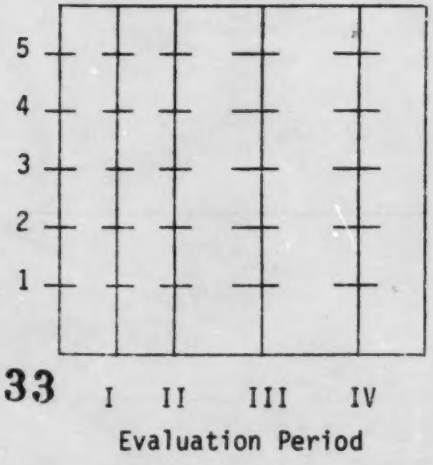


4. Patience--Co-workers

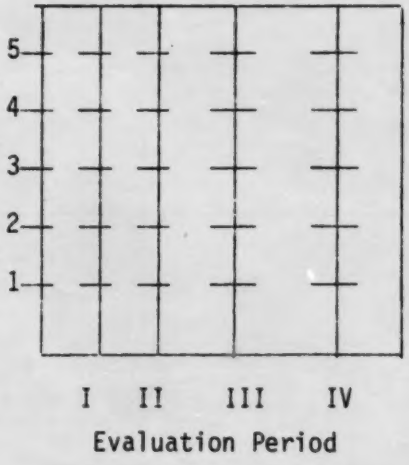


17.

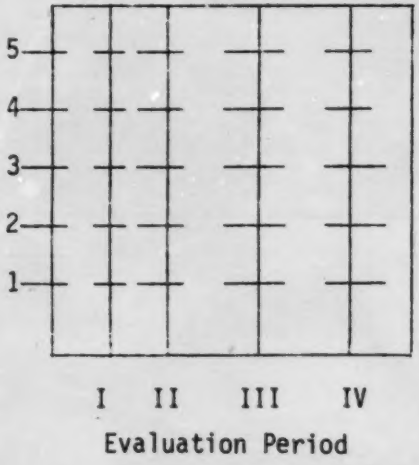
5. Responsibility



6. Communication

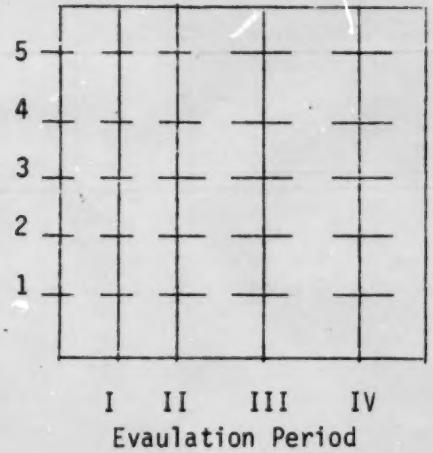


7. Sensitivity

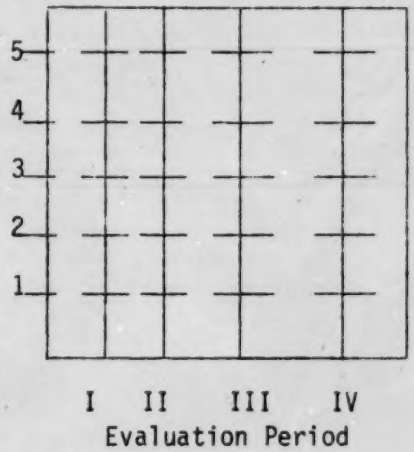


ASSESSMENT, OBJECTIVES, AND CURRICULUM PLANNING
DEVELOPMENTAL PROFILE

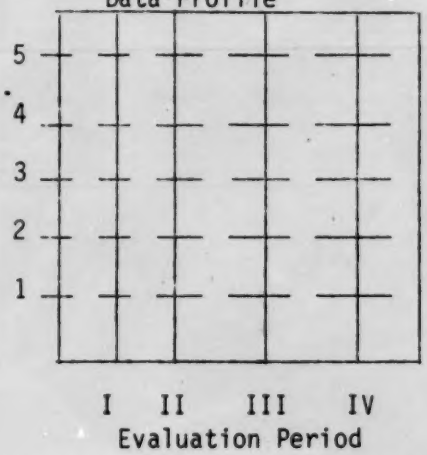
8. Teacher/Child Interaction



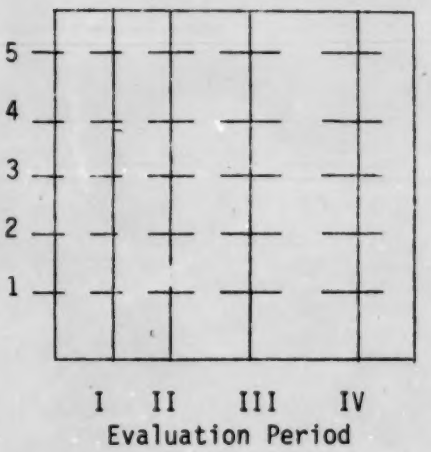
9. Assessment



10. Using the Assessment Data Profile

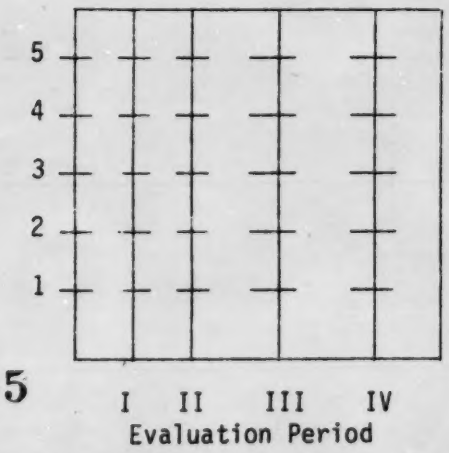


11. Task Analysis

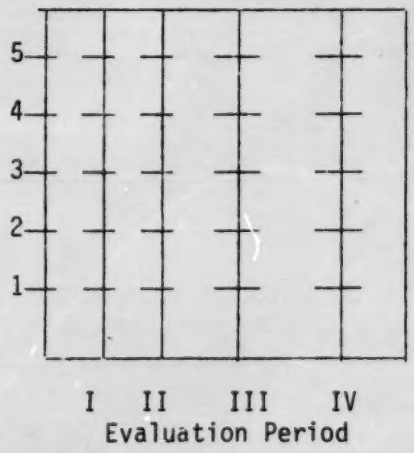


18.

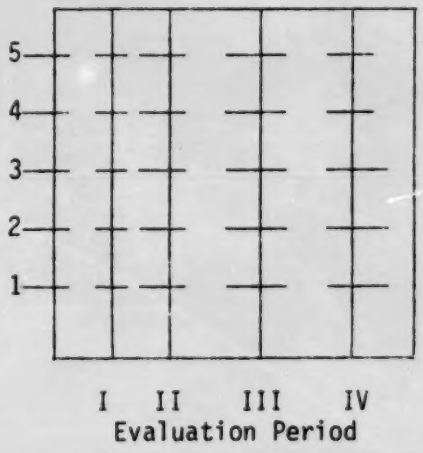
12. Instructional Objectives



13. Curriculum Planning

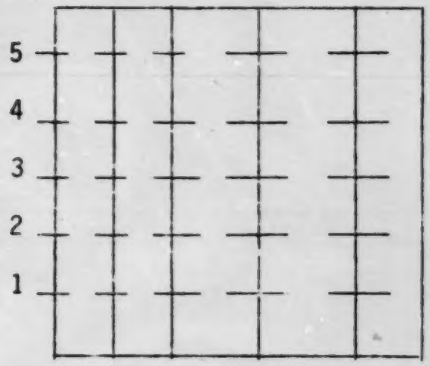


14. Standardized Measurement Tools

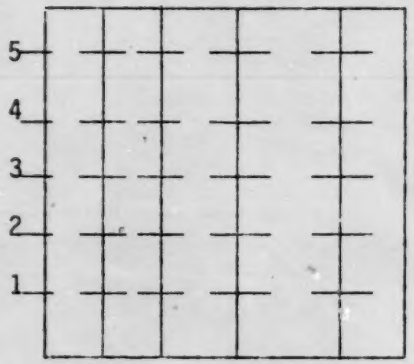


TEACHING/LEARNING SITUATION
DEVELOPMENTAL PROFILE

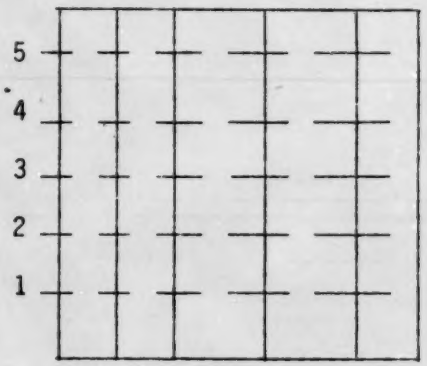
15. Attending Behavior -- One child



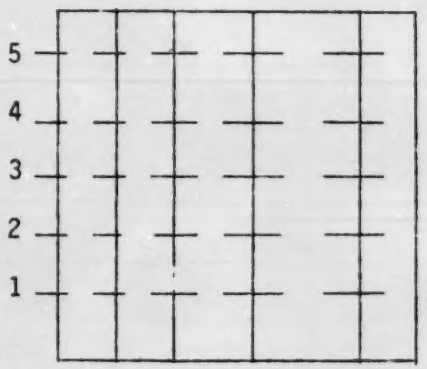
16. Attending Behavior -- Group



17. Teaching Lesson

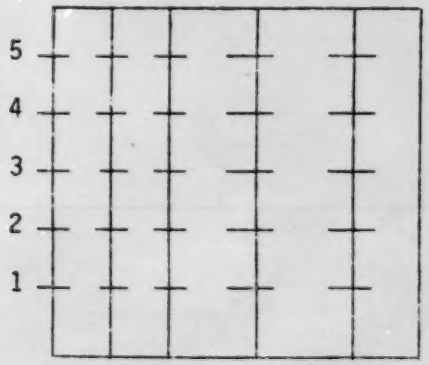


18. Positive Reinforcement

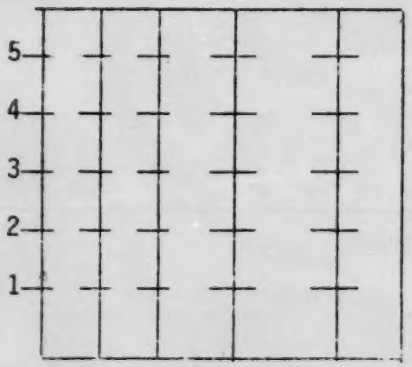


19.

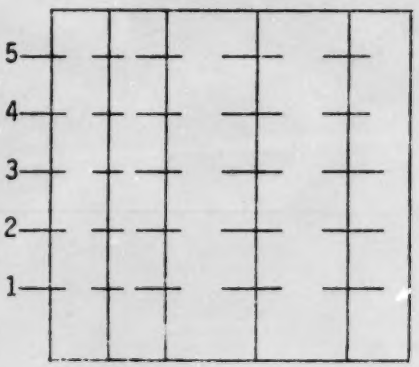
19. Modeling and Cueing



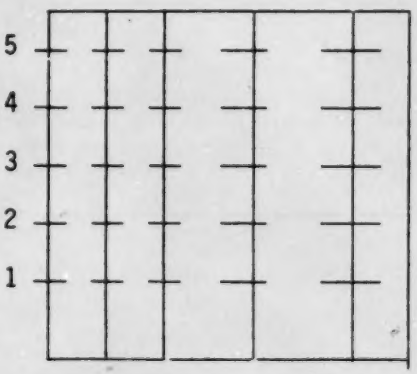
20. Shaping



21. Punishment and Extinction



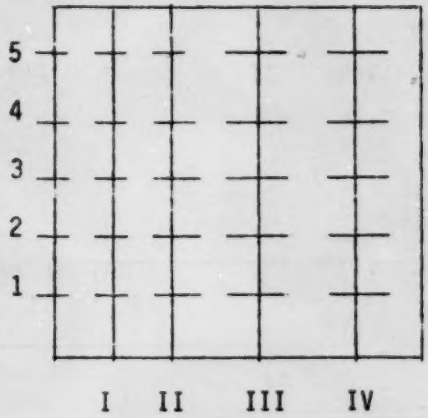
22. Generalization



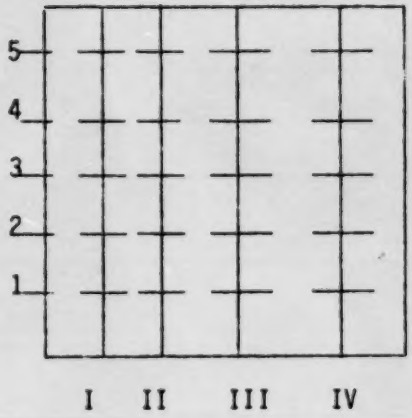
TEACHING/LEARNING SITUATION

DEVELOPMENTAL PROFILE (Continued)

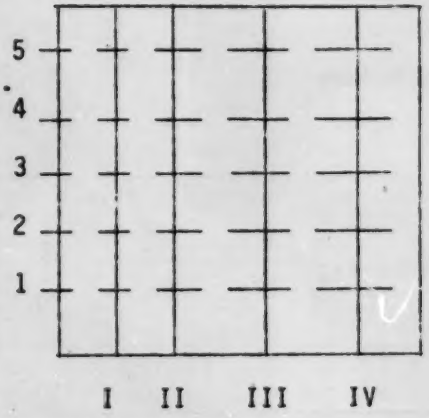
23. Individualization



24. Teaching Materials

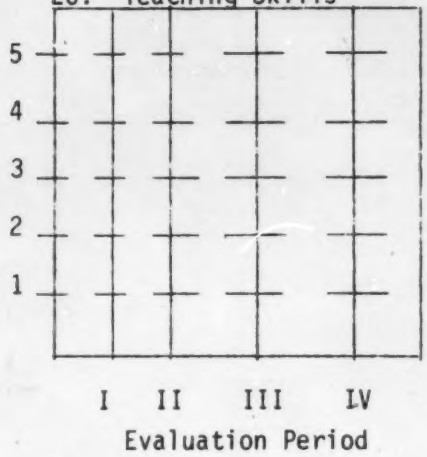


25. Instructional Media

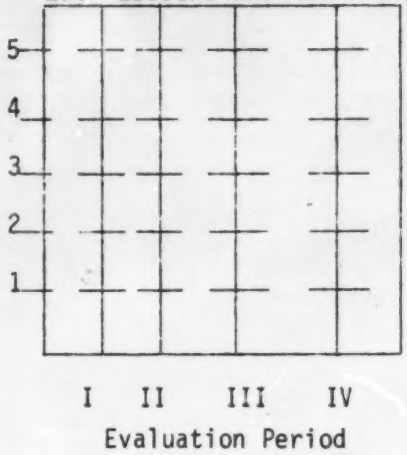


EVALUATION AND RECORDS
DEVELOPMENTAL PROFILE

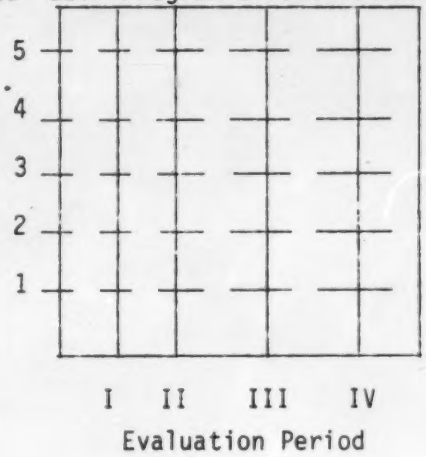
26. Teaching Skills



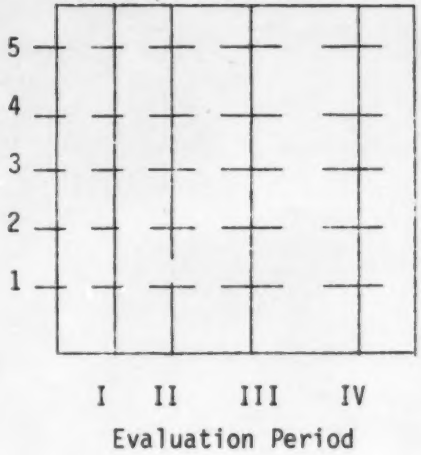
27. Lessons and Activities



28. Program Effectiveness



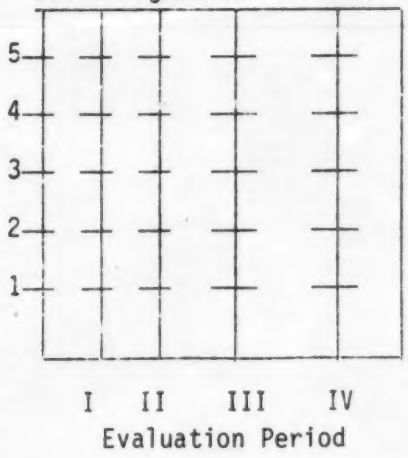
29. Keeps Records



21.

PARENT INVOLVEMENT
DEVELOPMENTAL PROFILE

30. Program for Parents



RESOURCES

1. Cartwright, Carol A., & Cartwright, G. Phillip. Competencies for prevention of learning problems in early childhood education. Educational Horizons, 1975, 53, (4), 151-157. EC 081 645. Two decision models -- an identification model and a diagnostic teaching model -- are suggested that indicate the set of teacher competencies, as well as the procedures for implementing those competencies necessary to prevent learning problems in early childhood. Objectives (such as screening all children in regular classroom programs for deviations and selecting techniques for effective classroom management) are outlined and discussed and flow charts are provided for each of the two models.

2. Franks, David J. Certification for special education early childhood teachers. Bureau Memorandum, 1976, 17, (2), 14-16. EC 081 921. The Wisconsin chapter of The Council for Exceptional Children's Division on Early Childhood has drawn up a special education-early childhood teacher certification proposal that calls for training in such competency areas as child assessment, implementation and evaluation of individual and group instructional activities, and selection and modification of instructional materials.

3. Gorelick, Molly C., et al. Careers in integrated early childhood programs. California State University, Northridge, Preschool Laboratory, 1975. Available from ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210. ED 112 628, EC 080 177. Described is a 4 year project to design and implement a competency based training model that prepared teachers and administrators for careers in early childhood programs integrating normal and handicapped children. Discussed in the introductory chapter are the project's rationale, overview, objectives, and training setting. Chapters II through V cover such aspects of the competency model achievement strategies as the process for selecting trainees; development of a teacher assessment profile; the didactic module (including coursework in child development, independent study, and guest lectures on meeting the special needs of handicapped preschoolers); and the practicum module (including direct classroom experience, curriculum design, and child assessment techniques). Attention is given in chapter VI to a survey designed to assess how exposure to the integrated preschool program affected trainees' development of accepting attitudes toward handicapped children. The concluding chapters focus on dissemination of project materials and project evaluation. Also provided are numerous charts and tables; bibliographies of books, journal articles, and films; and 9 appendixes (including a discussion of labeling and guidelines for curriculum design).

4. Hunter, Carol P. An interpresonal relations and group process approach to affective education for young children. School Psychology Digest, 1978, 7, (2), 52-60. EC 110 414. The article delineates the need for emphasis on affective growth and effective social skills rather than academic growth in early childhood education. The desired change, in the author's view, must be instituted in teacher training. It is suggested that greater emphasis be placed on the teacher's effective communication and group process skills. The teacher's responsibilities for facilitating a group discussion are listed.

Important inservice training components are given, as well as specific communication skills needed by teachers and a description of the teacher verbal behavior categories. Steps for providing inservice training are listed as follows: assess the learning environment, interpret the teacher verbal behavior scale data, design strategies for change, and evaluate.

5. Kurtz, P. David. University based child development personnel training and certification. Journal of Clinical Child Psychology, 1975, 4, (1), 29-32. EC 072 763. The Child Development Associate (CDA) concept, which stresses a direct performance training approach for working with preschoolers, is discussed in terms of assumptions underlying the development of university CDA programs and a CDA training model. Noted are assumptions basic to CDA training, including emphasis on proficiency in predetermined child development competencies, measurement of the ability to apply competencies in the field, and development of a flexible curriculum geared to the individualized learning pattern of each trainee. Proposed is a CDA training model with three components: general course requirements (including communications skills), theoretical professional courses (including an interdisciplinary cross cultural approach to child and family development), and major emphasis upon diagnostic-prescriptive field based training. Three levels of CDA field training (mastery of basic knowledge for each competency, application of competencies to simulated problems, and application of competencies in situ) are delineated, and certification requirements are briefly considered.

6. McCloud, Barbara K. Teacher training strategies for preschool handicapped children. Paper presented at the annual international convention, The Council for Exceptional Children (56th, Kansas City, Missouri, May 2-5, 1978, Session W66). Available from ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, VA 22210. ED 153 418, EC 110 367. Reviewed are a number of techniques, strategies, and competencies that teachers need to develop for working with handicapped preschoolers. Techniques (such as keeping tasks brief) are listed, principals (including that children's needs must be met immediately) are reviewed, and a class schedule for teacher trainees is outlined.

7. Melcher, John W., & Franks, David J. Certification and training of teachers of young handicapped children--the Wisconsin experience. Bureau Memorandum, 1978, 20, (1), 32-34. EC 113 482. In Wisconsin, public and nonpublic school teachers, local education agency administrators, special services personnel, teacher training personnel, and state education agency personnel have actively participated in the development of the state Early Childhood: Exceptional Educational Needs (EC: EEN) teacher certification code and training systems. Wisconsin now has a set of validated early childhood/handicapped teacher competencies, a teacher performance evaluation instrument, an EC: EEN certification code, and a state plan for EC: EEN preservice and inservice education. (Lists of 10 teacher competencies and the 13 course work areas for EC: EEN certification are included.)

8. Ohio State University, Columbus, School of Home Economics. A competency-based model for the preparation of teachers of very young handicapped children. Final report. June 1975. Available from ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210. ED 128 981, EC 091 008. Presented is the final report of a 3 year project at Ohio State University to design, develop, and implement a competency based program to prepare teachers of very young handicapped children. Considered in the first section are final year proj-ct activities in the following areas: evaluation and revision of a list of teacher competencies, development of a curricular program involving the instruction of five undergraduate students, the development of academic advisors' packages for future students, and the identification of job opportunities in Ohio for teachers of young handicapped children. Provided for each area is information on background, specific project activities and outcomes, evaluation methods, and such incidentals as lists of seminars and practicums, university course requirements, and listings of other programs and agencies. Section II of the report is a postscript on the total project with a summary of major accomplishments (such as preparation of five teachers and a competency document) of the total 3 year project, and reflections on competency based teacher education (such as the expense of such programs). The major portion of the report consists of appendixes such as lists of specialists utilized in the evaluation phases, course syllabi, a job market questionnaire, and a typical trainee progress report.

9. Spodek, Bernard. Early childhood education and teacher education: A search for consistency. Young Children, 1975, 30, (3), 168-173. EC 071 735. Three systems of early childhood curriculum ideology (developed by L. Kohlberg, W. Hitt, and J. MacDonald) are explained. Viewed as the most productive is MacDonald's framework of control, consensus and liberation interests. The author analyzes the ideological bases of various teacher training programs and points to a lack of research evidence supporting any one repertoire of teaching skills that has demonstrable effects on students' cognitive or affective achievement. Support is advocated for a variety of teacher training approaches that can be consistently related to program variations in early childhood education.

10. Swartz, Stanley L. Interdisciplinary early childhood handicapped personnel training project. Paper presented at the Central Regional Meeting of the Division of Personnel Preparation, Bureau of Education for the Handicapped, U.S. Office of Education (Washington, DC, July, 1978). Available from ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, VA 22210. ED 177 802, EC 121 237. The report describes the Western Illinois University 0-6 Interdisciplinary Early Childhood Handicapped Personnel Training Project (WIL 0-6 Project), a model project designed to demonstrate innovative methods to fill personnel needs for early childhood handicapped programs. The project is a 2 semester program to train professional educators in the competencies that will enable them to work with handicapped

children from birth to 6 years of age in a variety of service delivery settings, and employs faculty from five academic fields important to the education of young handicapped children: special education, elementary education, home economics, physical education, and psychology. Three issues are addressed by the program: state personnel needs, teacher preparation needs, and handicapped children's needs. Participation based, the program provides the opportunity for the immediate testing and validation of theoretical constructs. Preliminary data indicate that the described model is providing project graduates the necessary skills to be effective teachers of young handicapped children.

11. Williams, C. Ray. CDA -- '75. Childhood Education, 1975, 51, (5), 267-272. EC 073 482. Described are 11 philosophical constructs underlying the Child Development Associate (CDA) consortium model to assess the competence of persons working in early childhood centers. It is explained that the constructs act as constraints in such ways as calling for observation of more than behavior, using a team approach to assessment, involving a variety of procedures, and providing a basis for further improvement.